**Name ID# Date Teacher**

**Task 1 – Distinguishing pictured rhyming words**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Level of control | | None/ Little | | Some | | Gaining (Met) | | Control |
| Total Score | | 0-2 | | 3-5 | | 6-7 | | 8 |
| 1. | train | | duck | | wing | | rain |  |
| 2. | bat | | sun | | hat | | cake |  |
| 3. | man | | fan | | bed | | chain |  |
| 4. | boat | | goat | | cat | | leaf |  |
| 5. | snake | | coat | | pig | | rake |  |
| 6. | bee | | tree | | foot | | log |  |
| 7. | king | | key | | hand | | ring |  |
| 8. | dog | | rake | | frog | | duck |  |
| Total Score | | | | | | | | /8 |

Observations:

CO 2.3.b.i - Recognize and produce rhyming words. (CCSS: RF.K.2a)

**Task 4 – Understanding words printed language concepts**

*Tasks 1-8 are found in DRA2 specifically*

*Tasks 9-15 are aligned with Common Core – use teacher judgment*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Level of control | | None/ Little | Some | Gaining (Met) | | Control |
| Total Score | | 0-4 | 5-10 | 11-14 | | 15 |
|  |  | | | | Score | |
| 1. | Read first and last names | | | |  | |
| 2. | Pointed to first name | | | |  | |
| 3. | Pointed to last name | | | |  | |
| 4. | Pointed to first letter in first name | | | |  | |
| 5. | Pointed to last letter in first name | | | |  | |
| 6. | Identified all letters in first name correctly | | | |  | |
| 7. | Pointed to a capital/uppercase letter | | | |  | |
| 8. | Identified all letters in last name | | | |  | |
| 9. | Print contains message | | | |  | |
| 10. | Where to begin | | | |  | |
| 11. | Left to right | | | |  | |
| 12. | Return sweep | | | |  | |
| 13. | First/last | | | |  | |
| 14. | Letter | | | |  | |
| 15. | Word | | | |  | |
| Total Score | | | | | /15 | |

Observations:

CO 2.3.a – Demonstrate understanding of the organization and basic concepts of print; Follow words from left to right, top to bottom, and page by page. (CCSS: RF.K.1a) Recognize that spoken words are represented in written language by specific sequences of letters. (CCSS: RF.K.1b) Understand that words are separated by spaces in print. (CCSS: RF.K.1c)

**Task 3 – Isolating the initial sound of a word**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Level of control | | None/ Little | Some | Gaining (Met) | Control |
| Total Score | | 0-3 | 4-7 | 8-9 | 10 |
| 1. | pig /p/ | | | |  |
| 2. | sun /s/ | | | |  |
| 3. | tape /t/ | | | |  |
| 4. | mice /m/ | | | |  |
| 5. | van /v/ | | | |  |
| 6. | duck /d/ | | | |  |
| 7. | net /n/ | | | |  |
| 8. | foot /f/ | | | |  |
| 9. | cup /k/ | | | |  |
| 10. | goat /g/ | | | |  |
| Total Score | | | | | /10 |

Observations:

CO 2.3.b.iv – Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC words. (CCSS: RF.K.2b)

**Task 5 – Recognizing capital letters**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Level of control | | None/ Little | | Some | | | Gaining (Met) | | Control |
| Total Score | | 0-9 | | 10-20 | | | 21-25 | | 26 |
| 1. | O | |  | | 1. | L | |  | | |
| 2. | A | |  | | 2. | R | |  | | |
| 3. | X | |  | | 3. | Z | |  | | |
| 4. | B | |  | | 4. | N | |  | | |
| 5. | S | |  | | 5. | F | |  | | |
| 6. | C | |  | | 6. | W | |  | | |
| 7. | E | |  | | 7. | H | |  | | |
| 8. | T | |  | | 8. | U | |  | | |
| 9. | K | |  | | 9. | G | |  | | |
| 10. | P | |  | | 10. | Y | |  | | |
| 11. | I | |  | | 11. | Q | |  | | |
| 12. | D | |  | | 12. | J | |  | | |
| 13. | M | |  | | 13. | V | |  | | |
| Score | | | /13 | | Score | | | /13 | | |

|  |  |  |  |
| --- | --- | --- | --- |
| Total Score | /26 | Time | /90 sec. |

Observations:

CO 2.3.a.iv - Recognize and name all upper and lowercase letters of the alphabet. (CCSS: RF.K.1d)

**Task 6 – Recognizing lowercase letters**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Level of control | | None/ Little | | Some | | Gaining (Met) | | | Control |
| Total Score | | 0-9 | | 10-20 | | 21-25 | | | 26 |
| 1. | o | |  | | 1. | | n |  | |
| 2. | x | |  | | 2. | | y |  | |
| 3. | s | |  | | 3. | | f |  | |
| 4. | c | |  | | 4. | | h |  | |
| 5. | e | |  | | 5. | | g |  | |
| 6. | k | |  | | 6. | | v |  | |
| 7. | r | |  | | 7. | | l |  | |
| 8. | z | |  | | 8. | | u |  | |
| 9. | m | |  | | 9. | | q |  | |
| 10. | a | |  | | 10. | | i |  | |
| 11. | w | |  | | 11. | | b |  | |
| 12. | p | |  | | 12. | | j |  | |
| 13. | t | |  | | 13. | | d |  | |
| Total Score | | | /13 | | Total Score | | | /13 | |

|  |  |  |  |
| --- | --- | --- | --- |
| Total Score | /26 | Time | /90 sec. |

Observations:

CO 2.3.a.iv - Recognize and name all upper and lowercase letters of the alphabet. (CCSS: RF.K.1d)

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**Task 11 – Identifying and using initial sounds**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Level of control | | None/ Little | | | Some | | | Gaining (Met) | | Control | |
| Total Score | | 0-18 | | | 19-37 | | | 38-47 | | 48 | |
|  |  | | \*s | word | |  |  | | \*s | | word |
| 1. | s | |  |  | | 1. | h | |  | |  |
| 2. | p | |  |  | | 2. | l | |  | |  |
| 3. | t | |  |  | | 3. | w | |  | |  |
| 4. | m | |  |  | | 4. | a | |  | |  |
| 5. | k | |  |  | | 5. | o | |  | |  |
| 6. | f | |  |  | | 6. | d | |  | |  |
| 7. | z | |  |  | | 7. | g | |  | |  |
| 8. | r | |  |  | | 8. | i | |  | |  |
| 9. | j | |  |  | | 9. | b | |  | |  |
| 10. | v | |  |  | | 10. | y | |  | |  |
| 11. | n | |  |  | | 11. | e | |  | |  |
| 12. | c | |  |  | | 12. | u | |  | |  |
| Score | | | /12 | /12 | | Score | | | /12 | | /12 |

\*s=sound, word=that starts with

|  |  |  |  |
| --- | --- | --- | --- |
| Total Score | /48 | Time | /4 min. |

Observations:

CO 2.3.d.i - Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. (CCSS: RF.K.3a)

**Task 9 – Recognizing high frequency words**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Level of control | | None/ Little | | Some | | Gaining (Met) | | Control | |
| Total Score | | 0-7 | | 8-15 | | 16-19 | | 20 | |
| 1. | I | |  | | 1. | | is | |  | |
| 2. | the | |  | | 2. | | you | |  | |
| 3. | a | |  | | 3. | | can | |  | |
| 4. | go | |  | | 4. | | he | |  | |
| 5. | up | |  | | 5. | | it | |  | |
| 6. | in | |  | | 6. | | look | |  | |
| 7. | dog | |  | | 7. | | my | |  | |
| 8. | to | |  | | 8. | | at | |  | |
| 9. | see | |  | | 9. | | on | |  | |
| 10. | and | |  | | 10. | | like | |  | |
| Total Score | | | /10 | | Total Score | | | | /10 | |

|  |  |  |  |
| --- | --- | --- | --- |
| Total Score | /20 | Time | /90 sec. |

Observations:

CO 2.3.d.iii – Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is are, do, does). (CCSS: RF.K.3c)

**Task 12 – Blending phenomes into words (Auditory/Oral)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Level of control | | None/ Little | Some | | Gaining (Met) | | Control |
| Total Score | | 0-2 | 3-5 | | 6-7 | | 8 |
|  |  | | | | |  | |
| 1. | /sh/ /ōō/ | | | (shoe) | |  | |
| 2. | /l/ /ī/ /t/ | | | (light) | |  | |
| 3. | /m/ /ă/ /s/ /k/ | | | (mask) | |  | |
| 4. | /f/ / ī / /sh/ | | | (fish) | |  | |
| 5. | /b/ /ŭ/ /t/ /ər/ | | | (butter) | |  | |
| 6. | /t/ /ō/ /d/ | | | (toad) | |  | |
| 7. | /s/ /ŭ/ /n/ | | | (sun) | |  | |
| 8. | /d/ /r/ /ĕ/ /s/ | | | (dress) | |  | |
| Score | | | | | | /8 | |

|  |  |
| --- | --- |
| Total Score | /8 |

Observations:

CO 2.3.b Count, pronounce, blend, and segments syllables in spoken words. (CCSS: RF.K.2b) Blend and segment onsets and rimes of single-syllable spoken words. (CCSS: RF.K.2c)

**NOTE: Begin using the Developmental Reading Assessment when the scores are primarily in the ‘gaining’ column.**